

Appropriate Profile For University Teachers in the Angolan Context

Perfil Adequado Para O Docente Universitário No Contexto Angolano

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ABSTRACT

The Higher education in Angola has experienced exponential growth, with 7 Colleges of Higher Education, 70 Higher Education Institutes, 22 Universities, and 1 Academy of Social Sciences and Technology. Despite this growth, there are still issues that deserve special attention to position Angola in the rankings of the best universities in Africa and the world as well. Among the various existing problems, the following stand out: the lack of a standard profile for university professor; a lack of incentives for differentiated teacher training; and the lack of career advancement, among others. This scientific article aims to analyze the appropriate profile for the university professor in the Angolan context, taking into account the academic experiences in higher education. The data collection technique used was a survey of university faculty and students from five institutions in Bié Province: ISP-Bié (Bié Polytechnic Institute); ISPN (Ndunduma Polytechnic Institute); ESPB (Higher Pedagogical School of Bié); ISPK (Higher Polytechnic Institute of Kuito); and UNIC (International University of Cuanza). Using a qualitative and quantitative approach, descriptive and analytical methods were used. The non-probabilistic sample consisted of 255 faculty members and 531 students from the aforementioned institutions. This article shows that the appropriate profile for university professor in the Angolan context is being absorbed by the other cultural realities, aiming to normalize several uneducated behaviors that undermine the teaching-learning process. The results demonstrate that it is possible to build an appropriate profile for university professors in the Angolan context, across the four dimensions (Teaching, Research, Outreach, and Management).

Keywords: University Professor, Higher Education in Angola, Differentiated Training, Appropriate Profile, Rankings.

INTRODUCTION

There is a glaring crisis of moral values, which compels Angolan academics to reflect on the appropriate profile for a university professor. When addressing this topic, it is common to focus on expressions that physically characterize the professor to the detriment of those that highlight their personality.

In Angola, education focuses on adapting to socio-political, cultural, and ideological dimensions. This makes the teaching and learning process "A process that aims to prepare the individual for the demands of the country's political, economic, and social life, and which develops in human interaction, within the family circle, in work relationships, in educational and scientific-technical research institutions, in the media, in philanthropic and religious organizations, and through cultural and sports activities" (LBSE, 2016).

Angola has two subsystems of education: General Education (Primary and Secondary I and II Cycles) and Higher Education (Bachelor's, Licentiate, Master's, and Doctoral degrees). This last subsystem is where the approach to the appropriate profile for university professors in the Angolan context is made.

For over seven decades, Higher Education served to define an individual's intellect. Only wealthy families could attend, suggesting that it was more of a stage for defining the territory of socio-cultural and economic prestige than a path to seeking knowledge for professional life. Today, Higher Education in Angola represents an obligation for the country's development.

Currently, the main problem in higher education worldwide is urgently raising the quality of higher education, and this is also a concern of the Angolan State. Therefore, the continuous training of teachers is a fundamental premise for raising the quality of higher education. For this reason, university professors should be seen as guardians of integral values and promoters of social participation and community development, which is why it is necessary to reconfigure the parameters of competencies required for the appropriate profile of university professors in the Angolan context.

Situation and Definition of the Problem

This article focuses on the functional structure of the four dimensions or pillars of Higher Education (teaching, research, extension, and management), in light of the national and international legal assumptions that underpin the characterization of the teaching function in this subsystem. Regarding training and qualification, clear didactic instruments for the exercise of the teaching profession are defined, characterized by *laissez-faire* (2002), which constitutes one of the important clauses for the exercise of excellent teaching activity.

In Angola, a significant improvement in teaching is observed as a result of the work that teachers have carried out in the exercise of their activities, but arduous work is needed to have a more competent professional capable of responding to the problems that afflict society.

Furthermore, there is weak use of technological tools by both students and teachers, a lack of national academic work networks, few scientific journals from higher education institutions, inoperative research centers, among others. Angola still has a significant number of teachers with a bachelor's degree but without training geared towards university teaching. The view that teaching was once based on the exposition of content, solely on the transmission of knowledge from teacher to student, is now considered nonsense. There is enormous concern from the supervisory body regarding ongoing pedagogical qualification and the encouragement of scientific competence, which is reflected, in many cases, in the poor results of pedagogical practices in universities, contributing to a substantial weakening of the affective, ethical, political, and social dimensions.

The growth of educational institutions comes in parallel with the undeniable increase in teachers, which highlights the importance of reflecting on the appropriate profile for university professors in the Angolan context. Without forgetting the quality parameters established by international and national organizations. Today,

university teaching constitutes an open, competitive market with high demand for professionals at various levels, motivated by the salary increase for teachers in public higher education. In many cases, candidates do not possess the necessary didactic-pedagogical qualifications.

In this century, the knowledge society demands a new profile from the teacher, one that is committed to social and political transformations; that is competent in their field of expertise, using new educational technologies; critical, but respectful of their values; open to change, that is, learning to unlearn; demanding of their students so that they become autonomous and interactive, thus promoting a comprehensive education (Morosini, 2001; Nóvoa, 1995). Based on the existing difficulties and quality parameters, the following question arises: What is the appropriate profile for a university professor in the Angolan context?

Based on the theoretical research developed and presented at the Higher Polytechnic Institute of Bié, focusing on the academic community (professors, students, administrative staff, and university managers), the following specific problems or research questions were defined to guide this investigation:

- 1) What are the inadequate characteristics (weak points) of higher education in Angola?
- 2) What are the adequate characteristics (strengths) of higher education in Angola?
- 3) What qualities are necessary to forge the appropriate profile for a university professor in the Angolan context?
- 4) What are the characteristics of the continuous training of teachers at the level of the four components (teaching, research, extension, and management) for the construction of an appropriate profile for a university professor in the Angolan context?
- 5) What are the duties of administrative staff in the higher education subsystem? 6) What are the duties of students in the higher education subsystem?
- 7) What are the duties of professors in the higher education subsystem?
- 8) What are the duties of administrators in the higher education subsystem?
- 9) What are the duties of the Ministry of Supervision in the higher education subsystem?

Study Objectives

The general objective of this scientific article is to analyze the appropriate profile for a university professor in the Angolan context, based on the experiences of personnel involved in higher education. To achieve this general objective, the following specific objectives were defined:

1. Characterize higher education in Angola from 2020 to 2025;
2. Identify the qualities necessary to forge the appropriate profile for university professors in the Angolan context;
3. Characterize the strengths and weaknesses of higher education in Angola;
4. Determine the characteristics of continuing teacher training at the level of the four components (teaching, research, extension and management) for the construction of an appropriate profile for university professors in the Angolan context;
5. Effectively understand the duties of all actors in the Ministry of Education within the higher education subsystem.

Attitudes to become an excellent university professor in Angola and in other places, according to the Global Digital Citizen Foundation (2024):

Clearly define your objectives

A good professor should keep in mind what the main objectives are for their students. It is important for the educator to establish a plan to guide them during the educational process.

Be aware of your purposes as a professor

Professors who can see beyond the conventional find it easier to overcome students' boredom during classes.

Don't expect immediate feedback from students

Professors who expect an immediate positive reaction from students are generally constantly disappointed.

Know the right time to listen to and ignore students

A good professor should seek a balance when listening to students: it is not good to always listen to them, nor to ignore them completely.

Have a positive attitude

Negative thoughts affect the professional's creativity and can lead to failure. Motivational strategies are welcome.

Root for your students' success

Just like our children, students need someone to encourage and believe in them. Never try to date them while they are students (it undermines the teaching-learning process).

Have a sense of humor

Humor during classes reduces students' stress and frustration levels.

Be sincere when encouraging your students

Students need a genuine teacher who, in addition to recognizing their progress, indicates to the student what points they can still improve.

Take risks

It is important for students to see the teacher trying new things in the classroom, as well as how they will deal with possible failures in their attempt.

Keep your word

Successful teachers are consistent and always strive to keep their promises.

Reflect on your own methods

Reflection is necessary so that the teacher can better deal with the difficulties faced during their career.

Seek the advice of a mentor

A teacher needs an older and more experienced person to advise them and indicate the best path to follow throughout their career.

Communicate with students' families

Communication between teachers and parents is essential in the educational process. It is crucial that both sides express their concerns and opinions.

Enjoy your work

Teachers who love their work have contagious energy. More important than liking the material taught is loving

the process of teaching.

Try to adapt to the students' needs

Contact with the student is very important during the educational process. In some cases, the educator must adjust their lesson plan according to the behavior of the class.

Try to readjust the classroom environment

A simple action, such as rearranging the order of desks in the classroom and changing the class routine a little, can bring about a great renewal during the school year.

Don't be afraid to use technology in the classroom

In a world increasingly surrounded by technology, it's important for teachers to use it during their classes.

Offer emotional support to your students

In some cases, students will need advice more than the transmission of information.

Accept it: you won't always have the answer to every question

Good educators understand that it's impossible to know all the answers to questions in the academic environment. They try to get used to this and always do their best.

Don't worry about potential threats

A good teacher is aware that they are not obligated to obey orders given by students' parents. They should follow their own criteria if they deem it correct.

Bring fun to your classes

Classes shouldn't always be serious. When the class is fun and funny, students see the more human side of the teacher, increasing respect and trust.

Try to understand what's going on in the students' personal lives

There are certain emotional problems that can seriously affect students' learning process. The teacher should be able to recognize these signs in the student, seeking to understand the reasons that are causing their difficulty.

Never stop learning

Good teachers seek to find time to pursue new knowledge.

Know the right time to "think outside the box"

A good educator knows the right time to depart from their traditional method.

Never lose your curiosity

Good teachers never stop learning, always seeking new sources of knowledge in order to master the subjects relevant to their own subject.

It is proven that far beyond correcting tests and transmitting content, the teacher plays a fundamental role in the process of forming young people as human beings, encouraging them to persist with their goals.

Thus, many educators become a true inspiration to their students, leaving behind wonderful memories in the

students' lives.

Characterization Of Bié Higher Polytechnic Institute

Bié Higher Polytechnic Institute (ISP-Bié) is a public higher education institution overseen by the Ministry of Higher Education, Science, Technology and Innovation. It was created in light of the reorganization of the network of higher education institutions under the terms of paragraph a) of article 18, of Presidential Decree No. 285/20 of October 29 and is located on Rua Padre Fidalgo between Artur de Paiva and Francisco de Leite Cardoso S/N in the City of Cuito/Bié, with tax identification number 5000308765 and currently offers six (6) undergraduate courses in six fields of study (humanities and arts; social sciences, journalism and information; administration, business and law; medical and health sciences and engineering and telecommunications distributed in (5) teaching and scientific research and development departments (Department of Health Sciences; Department of Basic Sciences; Department of Modern Languages; Department of Engineering; Department of Human, Social and Economic Sciences).

Teachers in service at the Higher Polytechnic Institute of Bié (ISP-Bié)

The teaching component at the Higher Polytechnic Institute of Bié is supported by various promoting actors, management bodies, operational staff, implementers and teachers, the most representative entity in this sphere, and target audience (students and academic community), whose mission is to implement the macro-educational policies outlined by the Ministry of Education, with particular emphasis on achieving the didactic objectives of each curricular unit. To this end, ISP-Bié has exactly 103 teachers, of which 52 are nationals with permanent employment contracts, distributed in the following scientific categories: 36 Trainee Assistants (Bachelor's degree holders), 11 Assistants (Master's degree holders), 4 Assistant Professors (Doctorate holders), no teachers with the category of Associate Professor (Doctorate holder) and 1 Full Professor; 25 Cuban collaborators with the following scientific categories: 2 Trainee Assistants (Bachelor's degree holders), 9 Assistants (Master's degree holders), 11 Assistants (Doctors), there is no Associate Professor (Doctors) category, and 1 Full Professor and 2 Tenured Professors. And 26 national collaborating professors corresponding to the Post-Labor period. As represented in graph № 1.

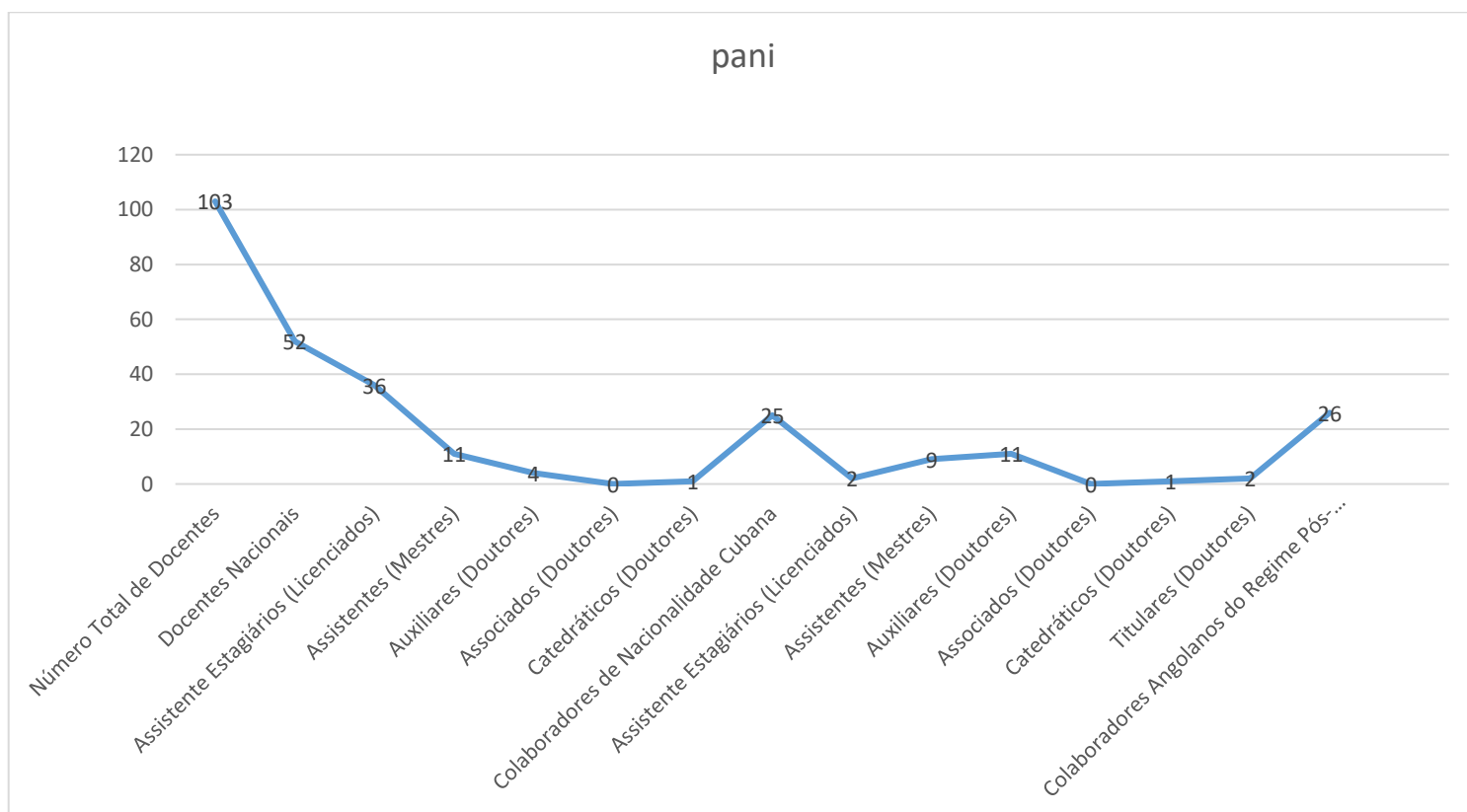


Chart No. 1. Source: Authors' Own Elaboration

Teaching requires a rigorous professional profile tailored to the nature of the profession. Beyond the situations foreseen in the implementation of the State's Educational Policy, teachers have increased responsibilities towards students and the academic community, where they are called upon to provide objective answers to any issues that may arise. Accordingly, it is understandable how scarce it is to find teachers with the necessary profile. Added to this is the factor of collaboration (part-time work), generally poorly paid, which takes the wind out of the teaching profession.

There are many university professors whose profiles are far removed from the academic, scientific, and sociocultural standards desired for Angola. It is worth noting that while there has been an effort to increase the level of professors with postgraduate training, it is not enough to meet the new scientific paradigms imposed by academia. It is immediately apparent that most teachers lack appropriate didactic-pedagogical preparation. Despite the efforts of the Ministry and some administrators to bring pedagogical aggregation programs to institutions, which consist of training professors and professionals in the subsystem in teaching methodologies, techniques, and didactics, with particular emphasis on higher education didactics and scientific culture within the higher education subsystem. The quality of higher education in Angola is frequently questioned throughout various stages of national life, stemming from several constraints and bottlenecks identified in the guidelines. To address this outcry, the state drafted new legal decrees in 2009, specifically Decree No. 90/09 of December 15th, which establishes the general regulations governing the higher education subsystem. However, this decree has not yet been fully implemented due to the atypical context of our educational institutions and the scarcity of faculty members with doctoral degrees. In 2013 and 2014, several legislative packages were approved, beginning with consultations with students, faculty, administrators, and administrative staff; observations of the functioning of educational facilities (academic and social infrastructure, laboratories, libraries, etc.) were conducted to create strategies for improving the quality of education within this subsystem.

It is recognized that the university teaching staff in Angola is still insufficient for the demand from students and educational institutions. The majority, whether in public or private institutions, hold a Bachelor's degree, and there is a very small number of Masters and Doctors in full-time dedication. One of the reasons may be the reduced number of Master's courses, and especially Doctoral courses in Angola. Until recently, it was only possible to obtain a Doctorate abroad, usually in European and Latin American universities. Now it is possible to obtain a doctorate here in the country. It is important to emphasize that inadequate working conditions, salaries, and the lack of incentives for teaching and research tend to demobilize the most capable and qualified technical staff towards large institutions.

Most facilities are adapted or improvised, and not all are suitable for their intended use. There is a significant lack of physical and technological resources that would enhance academic performance, such as: university residences or boarding houses, libraries, adequate bibliography, broadband internet, well-equipped laboratories, and other facilities (Mohamedbhai, 2011, 2014; Kotecha, Wilson-Strydom & Fongwa, 2012).

Angola's public universities depend almost exclusively on resources provided by the General State Budget (OGE). Two years ago, funds were allocated to foster scientific research, leading institutions to develop concrete scientific research projects with this funding.

Cooperation and development with other institutions, both national and international, are considered instruments for improving quality, promoting the mobility of faculty and students, the acquisition of good management practices, technology transfer, and institutional development. According to Peterson (2003), three general challenges exist for higher education institutions, whether public or private:

1. The first is the need to reflect on the appropriate profile for university professors.
2. To reflect on institutional management and consolidate the teaching and learning process.
3. To reflect on the multidimensional internal transformation of the university, so that it can be more modern, efficient, and active, having a national identity in its organization and management, within a universal perspective.

Authors such as; Masetto (1998) and Pimenta and Anastasiou (2002) both consider that postgraduate courses (Master's and Doctoral degrees) are more geared towards training researchers and not necessarily training future teachers for the higher education subsystem. In general, it is thought that whoever has knowledge of a certain subject knows how to teach it automatically; that is, to be a university professor, one simply needs to have mastery of the content and not of the didactic-methodological procedures. Looking at Angola, a positive paradigm shift should be recognized regarding the criteria for attracting and selecting teachers. However, it is too early to stop focusing this concern at the top of the pyramid; the qualification of structures, human resources such as teachers, and the improvement of the teaching environment determine the desired quality of higher education, which is why many institutions require pedagogical training (commonly known as "pedagogical aggregation") in the profile of this professional. It can be seen, therefore, that the appreciation of this requirement is a recent practice in terms of higher education institutions in Angola.

According to Zau (2009), pedagogical aggregation, which is added to experience in teaching, is viewed in a special way in Angola, which has helped to raise the quality of teaching in many institutions.

Perrenoud (2000), in his work *The Ten New Competencies for Teaching*, highlights that teaching "is not an immutable activity". The evolution of programs and the heterogeneity of social agents mean that teaching references, that is, the instruments for reflection and problematization of pedagogical practice, are permanently reconstructed and reevaluated.

In this way, it becomes necessary for teachers, as training agents and in training, to possess new "capacities to mobilize diverse cognitive resources", understood here as competencies, to face diverse and new situations (Perrenoud, 2000, p. 14). "Deciding in uncertainty and acting in urgency is a way of characterizing the specialization of teachers," because educational changes have demanded various perspectives of action in the context of teaching work (Perrenoud, 2000, p. 11).

Reflective practice, professionalization, teamwork and project-based work, increasing autonomy and responsibilities, differentiated pedagogies, focus on devices and learning situations, and sensitivity to the relationship with knowledge outline a new roadmap for a new profession (Perrenoud, 2000, p. 11).

There are many disagreements among authors about the requirements for teaching in higher education. However, there are established points that require both excellent scientific preparation in the area of expertise and solid pedagogical preparation (Baldi, 2008). It is in this order that Zabalza (2007, p. 128) considers that the nature of university teaching obliges professors to move from "specialists in the discipline" to "didacticians of the discipline." This results in a shift from an academy focused on teaching to one focused on learning.

Thus, teacher preparation should be the result of combining areas of specialization with those related to communication (Dias, 2001).

This training should be promoted in a teaching environment, bringing theoretical models of reflection closer to action (Alarcão and Tavares, 2001).

Even so, there are still those who consider pedagogical training essential for better teacher guidance. In many institutions, there is a predominance of lack of preparation and weak scientific knowledge of the teaching and learning process for which they become responsible from the moment they enter the classroom (Anastasiou and Pimenta, 2002).

UNESCO added eight (8) missions of higher education in an invocation, in the World Declaration on Higher Education in the 21st Century, in which it highlights:

Educating is forming highly qualified people, responsible citizens (...), including professional training (...), through courses that constantly adapt to the present and future needs of society; providing opportunities for lifelong learning; implementing research in all disciplines, interdisciplinarity; creating new learning environments, ranging from distance education services to fully virtual higher education institutions and systems; contributing to the protection and consolidation of societal values, democratic citizenship, critical and

independent perspectives, humanistic perspectives; New pedagogical methods need to be associated with new evaluative methods (Balzan, 2000, p. 21).

Teaching combines theoretical knowledge with practice, which is configured as the space for the construction of the professional being. Therefore, the didactic and psychopedagogical training of the teacher constitutes the improvement of the teacher's skills and abilities in all phases of the educational process (Cruz, 2006, cited by Leitinho, 2008, p. 81), which must include pedagogical knowledge and professional self-knowledge of the teacher about himself, broadening the cognitive sphere for the reading of all the assumptions involved in teaching and learning, development of adjusted curricula, activation of appropriate teaching resources.

This is the perspective that Gimeno (1988, p. 61) defends when he states that the integral and continuous preparation of the teacher should focus essentially on the basis of practical thinking, combining both the cognitive and affective processes that interact in teaching activity. The preparation of university professors is based on the strategic affirmation of thoughts and stimuli, both internal and external to the individual, for the successful conduction of the entire process of the student's existential development, namely learning.

According to Minayo (2007, p. 13), the university is not an untouchable space, because, being a reflection of each era, social, political, cultural, and economic transformations change it; if society changes, so does the science and technology linked to its development. In view of this, Minayo considers that universities and traditional research centers are questioned and challenged in their performance, being called upon to evolve from a situation of an institution closed in on itself and its own productivity, to transform themselves into a radiating nucleus of relationships and knowledge construction (2007, p. 14).

In Cunha's understanding (2006, p. 105), "the complexity of teaching must be understood through the sense of educating." To educate is to prepare the other for life; This is the vision of the completeness of the integral human being, that is, to form humanity in the other human being, making them more human. This is what makes teaching a difficult exercise for most, because scientific skills may make the call, but it is human values that define the natural choice of the true teaching professional. Teaching demands obedience to certain requirements that are beyond the reach of those who do not possess an exact knowledge of teaching.

Looking at Veiga (2010), training is intrinsic to the entire process of professional development in university teaching, which encompasses:

- a) Social commitment;
- b) Mastery of the subject matter;
- c) Reflexivity;
- d) Ability to work in a team. From Ramos's perspective (2010, p. 36), university teaching in the 21st century requires an understanding of the reconstruction of teaching within a process of redefining the identity of the University, specifically regarding the transition to a new way of producing knowledge, taking into account the necessary consideration of the complexity of didactic-pedagogical issues in this context.

It is in this line of thought that Zabalza (2007, p. 156) awakens us to the fact that the most important aspect of university teaching is how content is apprehended, systematized, and incorporated into a significant set of new knowledge and skills.

Building the profile of the university professor for different training courses is a challenge. The responsibility of preparing competent professionals to meet the challenges of the job market rests on the shoulders of the university professor. To that end, it is necessary that he masters the content, knows the necessary pedagogical resources, including the technological tools linked to educational communication in order to share and disseminate knowledge and promote the development of skills and competencies in students.

The teacher at this level of education needs to have pedagogical and scientific skills, enabling his learners to teach, research, extend and manage.

One of the great difficulties for teachers is to reduce the distance between theory and practice. This idea is reinforced by Tardif (2002, p. 39), for whom the teacher must be knowledgeable about the subject matter and its program, in addition to possessing didactic-pedagogical knowledge, which allows him to develop a know-how based on daily experience with students. In this context, mastery of new technologies begins to stand out as one of the relevant challenges in teaching practice.

Freire (2002) states that the construction of shared pedagogical knowledge is of paramount importance in the life of a teacher, because “whoever educates, educates themselves and reforms themselves while educating, and whoever is educated, educates themselves and educates others while being educated.” From this perspective, the educational act cannot be seen as a simple system of transmission or transfer of knowledge, a one-way path. Therefore, there is a requirement for monitoring by those who are responsible (p. 23)

Making a correct interpretation of this purpose, Isaias and Bolzan (2007) state that active construction occurs as analogies are mentioned between new pedagogical knowledge and the previous knowledge of the teacher and their students. (p. 73)

In this context, Bolzan and Powaczuck (2009) point out that, for professors to carry out teaching activities in higher education, regardless of whether they master the specific knowledge of their domain, areas, or disciplines, they need to have mastery of the pedagogical dimension, considering that this encompasses exercises and values manifested in:

- a) Sensitivity towards the student;
- b) Appreciation of experiential knowledge;
- c) Emphasis on interpersonal relationships;
- d) Shared learning;
- e) Inseparability of theory/practice;

Teaching focused on the student's learning process, all aimed at the development of individuals in training as people and professionals (Bolzan and Powaczuck 2009, p. 8,771).

According to Luckesi (1996), evaluation requires the activation of inclusive mechanisms for the reliability of the evaluation process.

Regarding the content, the university struggles with problems of disconnection from the Angolan social context, weak critical thinking, ideological alienation, and disintegration of the curriculum. According to Coll (1991), school learning should not be understood as a passive reception of knowledge, but as an active process of elaboration. Throughout this process, incomplete or even defective content assimilation may occur, which is nevertheless necessary for the process to continue successfully. Teaching should be carried out in such a way as to favor multiple interactions between the student and the content (p. 35)

Reimão (2001) presents a co-associated pedagogical perspective, whose objective is to involve the student in the learning process. It is then thought possible to remove technique from the center of the characterization of the teaching profile, adding pedagogical values to it, which make it an intrinsic part of the process.

Entry and Category Transition in the Teaching Career in Higher Education

The new statute for the teaching career (Presidential Decree No. 191/18), in its article 17, establishes the requirements for the recruitment and appointment of teaching staff in public and private Higher Education Institutions, carried out in accordance with the provisions of the General Labor Law and other applicable legislation of the public-private and private sectors.

Article 18 of the statute requires the Teaching and Scientific Aptitude Test, which is an instrument of the public access and entry competition, aimed at assessing the professional, pedagogical and scientific aptitude of the candidate for entry and access to a category in the career. The entire process of the public recruitment and appointment competition for access and entry vacancies must first be approved by the scientific council of the organic unit or the teaching and research department.

Appointment to the position of Full Professor is by nomination, following approval in a public competitive examination, and candidates who meet the following requirements may apply (Article 20):

- a) Hold a Doctorate degree;
- b) Have been in the Associate Professor category in active service for at least 5 (five) years, fulfilling the duties established in that category with skill and diligence;
- c) Have contributed to the advancement of scientific, technological, or artistic knowledge in their field, publishing at least 2 (two) textbooks or scientific books, 3 (three) articles in nationally and internationally recognized academic journals, or possess at least 1 (one) invention with recognized technical-scientific or artistic merit, in addition to presentations at congresses or other events, both nationally and internationally;
- d) Have supervised doctoral theses or master's dissertations;
- e) Have served on Doctoral, Master's, and Undergraduate examination boards;
- f) To have obtained approval in the Pedagogical Aptitude Test and the Scientific Capacity, which in this case is designated as the aggregation test;
- g) To have, at least, a Good grade in the teaching performance evaluation during this period.

Article 21 establishes the requirements for appointment to the category of Associate Professor, which occurs through nomination, following approval in a public access competition, and candidates who meet the following requirements may compete:

- a) To hold a Doctorate degree;
- b) To have been in the category of Assistant Professor in effective service for at least 5 (five) years, fulfilling the functions established in that category with skill and zeal;
- c) To have published at least 1 (one) book or 2 (two) articles in scientific journals or to possess 1 (one) invention with recognized technical-scientific or artistic merit, in addition to communications at congresses or other events, in the country and abroad;
- d) To have supervised doctoral theses or master's dissertations;
- e) To have served on Doctoral, Master's, and Undergraduate examination boards;
- f) To have obtained approval in the Pedagogical Aptitude Test and Scientific Capacity;
- g) To have, at a minimum, a Good grade in the teaching performance evaluation during this period.

Teachers in the Associate Professor category who have 3 (three) years of effective service in these categories may, exceptionally, compete for the immediate higher category provided they meet the established requirements and have obtained an excellent grade in the performance evaluation during this period.

Article 22 sets forth the requirements for appointment to the Assistant Professor category, which is done through an administrative contract of appointment or nomination, followed by approval in a Public Examination and in an entrance or access competition, with the following requirements:

- a) Assistants, guest assistants, or guest assistant professors, provided they hold a Doctorate degree.
- b) Other qualified professionals holding a Doctorate degree
- c) Teaching staff in the assistant class, including invited guests, reserve the right to compete for the Assistant Professor category as soon as they obtain the academic title of Doctor and have exercised their professional activity for at least 5 (five) years, provided that the requirements in § 1 of article 20 of this Diploma are met.

Teachers in the Assistant category who have 3 (three) years of effective service in this category may also move to the Assistant Professor category. Exceptionally, they may compete for the immediately subsequent category, provided that they meet the other requirements established for this and have obtained the qualification "excellent" in the performance evaluation during this period.

The appointment to the Assistant category, established in article 23, is made through an administrative contract of appointment or nomination, after approval in the Public Examination, with the following requirements: Having the academic title of Master or legal equivalent; having obtained approval in a pedagogical aptitude and scientific capacity test. However, those who are already part of the trainee assistant staff and who obtain a Master's degree are entitled to compete for the Assistant category, provided that the requirements of paragraph 1 of Article 20 of this Decree are met.

Article 26 provides for appointment to the trainee assistant category, which is done through an administrative contract of appointment, preceded by approval in a public entrance examination. In this sense, hiring takes place through documentary evaluation resulting from a public entrance examination, in accordance with the law, with the following requirements:

1. Graduates who have obtained a final average equal to or greater than 14 (fourteen) points and meet the other requirements contained in the respective notice are admitted to the public entrance examination.
2. Whenever a candidate for Assistant Trainee has served as a monitor, the committee appointed for the aforementioned competition must, in addition to the requirements set out in the previous item, take into account the substantiated information from the Professor under whose guidance they worked.
3. The hiring of an Assistant Trainee is for a maximum period of 2 (two) years, which may be renewed only once for an equal period of time, subject to a favorable opinion from the scientific council.
4. The renewal of the Assistant Trainee's contract is only permitted in the following cases:
 - a) Having completed a specialization course or submitted a dissertation to obtain a Master's degree.
 - b) Having requested admission to the Pedagogical Aptitude and Scientific Capacity Test.

In reality, before the approval of the new statute, several violations were observed which resulted in teachers being classified as Professors without meeting the minimum requirements set out in Decree No. 191/18, which caused a discrepancy between the academic degree and the teaching category.

CONCLUSION

This study allowed us to understand the reality of Angolan universities.

It is possible to improve the profile of university professors in the Angolan context.

There has been progress in the sector in the country in both public and private Higher Education institutions.

The emergence of private Higher Education institutions responded to a strategy adopted by the State, legally established from 1991 onwards through Decree-Law No. 21/91, which enabled the opening of private Higher Education institutions as partners of the state.

The growth of higher education in the 18 Angolan provinces reached 100 Higher Education institutions, both public and private.

The professor, as a mediator and facilitator of teaching and learning, has opened up to new forms of didactic guidance.

Technologies collaborate with the professor, functioning as support, as an additional resource for this process and not as a resource in its place.

It was found that there is a need to recruit new professors with academic and pedagogical training to ensure the functioning of new institutions and guarantee the continuity of traditional ones.

The university teaching staff in Angola is insufficient for the demand of students and educational institutions and is not very differentiated, making it important to adapt the profile of the teacher, according to the new statute of the teaching career (Presidential Decree No. 191/18), in its Article 5, without forgetting to program teaching taking into account the idiosyncratic particularities of citizens, in the light of universal knowledge.

The data collected from the professors allowed several conclusions to be drawn regarding the teaching profile of higher education in Angola.

It was observed that most teachers have a Bachelor's degree and, in a very small number, Masters and Doctors, in full-time dedication.

There was a discrepancy between the academic level, length of service and teaching category.

The new Teaching Career Statute (Decree No. 191/18) will help correct this discrepancy between these two assumptions, clarifying the entry and transition requirements of the teaching career. The study also showed a greater concentration of professors with doctoral degrees in public institutions compared to private ones.

It was also found that there is a high number of collaborating and probationary professors, and that many of the respondents carry out other activities, contrasting with Decree No. 90/09 in its paragraphs 1, 2 and 3 of article 96, which indicates that teachers are prohibited from collaborating in more than one educational or other institution, in addition to the institution where they are tenured, with some exceptions, when authorized by the executive body of the institution where the teacher is tenured.

It was found that most university professors do not have pedagogical training. The pedagogical training of university professors is essential for improving university teaching.

It has been accepted that a university professor may conduct research without presenting the results of their research to the academic community; however, it is important to establish the relationship between teaching and research, and it is this relationship that constitutes the teacher's productivity.

The social and educational relationships of students should be a fundamental element in the educational dynamic and in the formation of critical and active citizens.

Professors should reflect on the search for new ways of teaching and learning that correspond to the perspectives of contemporary society and overcome daily challenges in favor of quality higher education.

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